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ABSTRACT

After experiencing a drop in enrollment of over 25 percent in 10 years, the Cincinnati (Ohio) Public Schools instituted a decentralization program. The program gives local schools greater autonomy, places greater emphasis on the principal's leadership role, and depends for some decision-making on Local School Advisory Committees (LSACs) composed of representatives from the staff, students, parents, local businesses, and the general community served by the school. One function of the LSAC is to develop local school goals from which the district develops its goals. The process involves generating and discussing lists of problems facing the local school, prioritizing the problems, formulating specific goals in response to the problems, and establishing district goals supportive of the local school efforts. In its first year the program produced goal statements in eight categories: student achievement, academic and instructional program, student behavior and discipline, student attitudes, student services, staff skills and attitudes, school management, and relations among schools, parents, and the community. The goals set often matched district expectations, but some new priorities were revealed in such areas as education for the gifted, development of student responsibility, school safety procedures, and administrative processes. Evaluation showed the first year's experience was considered valuable by participants. (Author/PGD)

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LOCAL SCHOOL GOAL SETTING: A NEW APPROACH TO DEVELOPMENT OF SCHOOL DISTRICT GOALS

Paper Presented at

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Annual Meeting

New York

March 1982

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LOCAL SCHOOL GOAL SETTING: A NEW APPROACH TO DEVELOPMENT OF SCHOOL DISTRICT GOALS

Introduction

Setting goals for a school district has become an annual activity for many boards of education. Frequently, the local board will approve the recommendation of the superintendent that certain broad goal statements be accepted as the priorities for the district in the coming year. It is then left to the individual schools within the district to derive their goals from the broader district goals.

This approach was followed until recently in the Cincinnati Public Schools when some new developments brought about a change in how goals are set for the district. Like most large urban school systems, the Cincinnati district has been growing smaller, from a high of over 80,000 students in 1970 to about 51,000 this year. This shrinkage in enrollment has actually proved beneficial in that it has opened the possibility for greater autonomy at the local school level. The Cincinnati Board of Education has moved to decentralize much decision-making that was more centralized when the school system was larger. This decentralization has meant greater emphasis on the principal as an instructional leader in his or her school with greater accountability for the performance of students and staff.

Another aspect of the move toward decentralization in the Cincinnati school district is the formation in each school of a Local School Advisory Committee (LSAC) composed of representatives of staff, students, parents, local businesses, and the general community served by the school. An effort currently being pilot-tested will allow these LSAC's to make decisions regarding allocations of general fund expenditures in their schools. Thus,

LSAC's will be able to direct a portion of school funds to special needs and priorities they identify in their local school.

In order to facilitate the need of the Local School Advisory Committee for a meaningful approach to needs assessment and goal setting, and also to promote greater autonomy and accountability at the local school level, a decision was made to try reversing the usual "top-down" approach to goal setting and instead provide for district goal setting to begin in the local schools with those priorities that emerge from the schools serving as the foundation for school district goals. Thus, instead of goals being passed down to local schools, a new process was devised whereby goals are determined in the schools first, and then passed up through the school system organization so that system priorities are determined by and also address the needs and goals identified at the school level.

While the final outcome of the new process is a set of district-wide goals, it is called "Local School Goal Setting" to affirm the starting point for the goals. This paper describes the development of the new goal setting process and examines some results from the initial school year in 1980-81.

Background

The Local School Goal Setting process was developed in the Planning and Development Branch of the Department of Curriculum and Instruction. The Branch has over-all responsibility for needs assessment, goal development, and program planning for the school system. The mission of the Branch is to identify program needs of the school system and develop appropriate programs to address those needs. Many of the programs developed by the Branch have been in the form of state and federal funded projects in areas such as reading

remediation, minimum competencies, computer-assisted instruction, and affective and gifted education. The Branch was given the responsibility for developing an approach to goal setting that would support the movement toward decentralization and increased autonomy for local schools described earlier.

A review of various approaches to school district needs assessment and goal setting was undertaken to identify promising approaches that could be incorporated into the Cincinnati approach. The approach that was encountered frequently is one that involves some estimate of the discrepancy between a set of previously established goals and the present state of affairs. This discrepancy defines a "need" to which goals are written. These goals are evaluated in turn the following year to further identify needs. (Center for the Study of Evaluation, 1973; Provus, M., 1971)

A problem with the discrepancy approach is that it relies on the previously determined set of goals as a starting point for the process. While many of these goals are common to most school systems, e.g. "increase achievement," or "decrease discipline problems," that may not reflect the specific concerns of local school participants or be stated in a manner to which they can respond readily.

Another approach to school goal setting has participants in the process engage in a values clarification activity in which they identify those values that are most representative of the school community. When consensus is achieved on the value statements, more specific goals are derived that are directed to achieving the identified values. (Stake, 1970) Of course, achieving consensus on a single set of values, even within a local school community, is difficult and the goals that are derived may not reflect the views or concerns of all involved.

A third approach to goal setting involves a projection of the future in which school community representatives attempt to envision what they want for their school in three or five years. (Sweigert, R., 1971) From this vision of the future, more intermediate goals are developed that would move the school in the desired direction. The problem with this approach is that it is difficult for persons to develop realistic perceptions of the future in order to derive valid goals.

While each of the previous approaches has some advantages and disadvantages, it was decided to try to develop an approach that would address the specific concerns in Cincinnati for increased decentralization and autonomy at the local level. The approach that was developed is based on the assumption that persons involved with the school may not have clear ideas about the educational outcomes they desire or be able to express them clearly as values, goals, etc. Unfortunately, perhaps, most persons can relate more readily their view of the needs and problems of their local school. Low achievement, poor discipline, or poor student self-image are the kinds of problems expressed when persons are asked their views about the schools. Since people can often express more readily their concerns about the schools, it was decided to develop a goal-setting approach that would build on these initial impressions.

The Cincinnati goal setting process begins with a listing of the needs and problems of the school as seen by teachers, parents, administrators, and others involved in the school. These problems are clarified and then translated into goal statements for the school. Thus, even though the process may begin with negative views about the school, the outcome is a set of positive statements of goals that reflect and address the problems and deficiencies identified originally.

Approach

Materials for conducting the goal setting process were developed and distributed to each of the sixty elementary and twenty secondary (junior and senior high school) principals in Cincinnati in February, 1981. The materials provided a step-by-step description of how to conduct the process in their schools. During the initial problem identification phase, participants in small groups engage in a "silent brainstorming" activity in which they list problems of the school on an individual basis. (Van de Ven, et. al., 1970) These problems are then posted one-by-one for group discussion. After clarification of the problems, group members indicate which problems they had on their individual lists. The final lists of problems from the small groups are then combined and a summarized list is produced showing the number of "votes" each problem statement received from the small groups. Thus, an initial listing of school problems in priority order is available at the end of the first phase.

The next step in the goal setting process at the local school level involves translating the problem statements into goal statements. If the problems have been clarified and well-defined, converting them into goal statements is relatively straight-forward. Translating problems to goals basically involves indicating: the desired direction of change, who is to achieve the goal or be affected by its achievement, and what is to be achieved in the goal. Specific directions for the translation process were provided in the principal's manual.

All principals in the Cincinnati Public Schools were trained in the goal-setting process in early Spring, 1981. They conducted a pilot-test of the process with their school staffs involving parents and community

representatives as appropriate. The goals that resulted are their school goals for the 1981-82 school year

Each principal sent a copy of his or her goals to the Planning and Development Branch for tabulation and summarization. Summaries of the school level goals were sent to branch and area directors for them to use as a basis for setting organizational goals at their level of administration.

Finally, the Superintendent and department directors, using the school, branch and area goals as information, developed a set of goals and subgoals for the district that reflect and support the goals identified earlier in the process. The school district goals were endorsed by the Cincinnati Board of Education as the goals for the school system in late August.

Two types of information were collected from the schools: an evaluation of the goal-setting process used by the principals, and the school goals themselves. The process evaluation was done on a form on which participants rated the various steps in the goal setting process and provided suggestions for improving the process. These forms were collected from each school along with a copy of their final set of goals.

The school goals were tabulated by elementary and secondary areas into eight general categories: student achievement, academic/instructional program, student behavior and discipline, student attitudes, student services, staff skills and attitudes, school-parent-community relations, and school management. Summaries of these goals were sent to branch and area directors for development into goals for their organizational units.

Results

The summary of school goals showed that many expected priorities were reinforced through the goal-setting process, but also revealed a number of priorities emerging from the schools that had not been identified previously. The summary of school goals is shown in Appendix A where goals are ranked in order by the frequency with which they occurred in the school reports. For tabulation purposes, goal statements with very similar wordings were grouped together.

Under the category of Student Achievement, improvement of reading, math, writing, and listening skills ranked at the top as expected. However, while remediation and instruction in basic skills continued to be a high priority, a number of the other goals under this category showed increase concern for meeting the instructional needs of the average and above average child. This interest coincides with a renewed interest nationally in providing better differentiated instruction for students, and especially for challenging the abilities of the above average to gifted student.

The category of Academic/Instructional Program showed the greatest number and variety of goals of any of the eight goal categories. A number of the goals in this area reflected a concern for improved organization and coordination of the instructional program at the local level. This included better coordination and communication among staff regarding student placement and grouping for instruction, and better utilization of the various curriculum materials, test results, and other enrichment opportunities. These concerns were borne out by an interest in more planning time for instruction among staff.

In the area of Student Behavior and Discipline, there was a strong emphasis on improvement of out-of-classroom behavior, i.e. in halls, lunchroom, on playgrounds, etc. Staffs especially felt that strengthening and reinforcing discipline policies and procedures, and enforcing them consistently and uniformly were important goals in this area. In the area of Student Attitudes, there was a good deal of emphasis on improving not only student respect for self and others, as expected, but also on raising student's sense of responsibility and self-discipline.

The top priority in the category of Student Services was a desire for more help from the support services of counseling, psychology, health, and social work. At the elementary level, there was an unexpected emphasis in the goals from a number of schools on improvement of conduct of fire, tornado, and safety procedures in the schools.

The area of Staff Skills and Attitudes also had a variety of goals including a desire for more professional growth opportunities and especially for increasing staff time for planning. The emphasis shown earlier for better coordination of the instructional program in the local school is re-emphasized here in the goals calling for more communication among staff. Staff needs for dealing with special instructional, and classroom management and discipline skills were also evident in the goals.

The area of School/Parent/Community Relations showed the expected high priority on increasing parent involvement in the schools. However, there was also a strong emphasis on the need for parents to take more responsibility for seeing that students behave and perform up to expectations in school. This would seem to coincide with the previously stated emphasis on more student self-responsibility in that school staffs feel they can only do so

much to improve schooling, and that students, parents, and the general community must take a greater interest in and responsibility for improvement in the schools.

The last area of School Management contained the usual emphasis on improving school cleanliness, facilities, and maintenance. It also showed an interest in improving administrative procedures, especially followup on referrals. A particular interest of teachers, seen in other goal areas also, was avoiding or reducing the interruptions to class time to avoid disruptions of the school day.

The summary of school level goals in Appendix A was used by the Superintendent's Cabinet to set district-wide goals and subgoals for the 1981-82 school year. Appendix B contains a listing of the main priorities in the school level goals by goal area. These are cross-referenced to the actual set of district goals shown in Appendix C. The results show that virtually every priority in the school level goals is addressed in one of the district subgoals. The district goals themselves remained virtually unchanged but a number of new subgoals were developed based on the local school goal setting results. Examples include: Subgoal 1.12 on improvement in writing skills (Student Achievement); Subgoal 1.09 on improved grouping practices (Academic/Instructional Program); Subgoal 2.04 on strengthening discipline policies and procedures (Student Behavior and Discipline); Subgoal 2.06 on improving student self-respect (Student Attitudes); Subgoal 2.09 on improving fire, tornado, and safety procedures (Student Services); Subgoals 7.02 and 7.05 on providing professional growth opportunities (Staff Skills and Attitudes); Subgoal 9.04 on establishing Local School Advisory Committees (School/Parent/Community Relations); Goal 5.0 on improving maintenance and appearances of facilities (School Management).

Analysis of the data from the goal-setting process evaluation forms completed by participants showed a generally positive attitude toward the process. The results for the rating section of the form are shown in Table 1.

Table 1. Local School Goal Setting Process Evaluation Results N=1600

	ITEM	RATING
1.	I felt the entire process worked well	3.70
2.	I felt the Needs Identification Session worked well	3.78
3.	I felt the Goal Development Session worked well	3.55
4.	I felt the entire process was a waste of time	2.03
5.	I felt the Needs Identification Session needed improvement	2.60
6.	I thought the Goal Development Session needed improvement	2.44
7.	I felt the Goal Setting Process was very worthwhile	3.77
8.	I believe the goals we stated are quite valid for our school	4.13
9.	I think the entire Process needs a lot of improvement	2.38
10.	I enjoyed participating in the Process	3.18

The results in Table 1 show that the participants in the goal setting process generally agreed the process worked well and that it was worthwhile (Item 1, 2, 3 & 7). They gave their highest rating (4.13) to Item 8 indicating that they felt the goals stated were quite valid for their school. Response to Item 10 indicated that while participants may have thought the process was worthwhile, they were somewhat neutral about participating in it.

Summarization of the written suggestions on the evaluation form showed that persons who responded felt that more time was needed for both the needs assessment and goal development sessions. A need was also expressed for the increased use of objective data and information to complement the subjective problem identification in the initial place. Participants felt that the steps involved in both sessions were clear and well-described. They did express a concern regarding follow-up action to achieve the goals. There was some doubt expressed as to whether anything concrete would be done regarding the goals.

Conclusions

The first year of the local school goal setting process in Cincinnati showed that the goals developed in the local schools did have a strong influence on the district-wide goals and subgoals. In a number of cases, there was virtually a one-to-one correspondence betweeen priorities that emerged from the schools and specific statements of district subgoals.

Subsequent to the adoption of the district-wide goals, principals and central administrators developed goal management plans to monitor progress on activities directed to each goal. At the district level, the Superintendent's Cabinet recently completed a mid-year retreat at which goal managers reported on progress on each subgoal for which they are responsible. In addition, each principal will prepare a review of progress on their school goals prior to beginning the goal setting process this year. This progress report will be used as the basis for identification of problem areas that still need attention as goals for next school year.

The evaluation results from the participants in the goal setting process showed that they felt the process was worthwhile and that the goals they stated were valid for their school. Their expression of a need for use of objective, validating data has been incorporated into this year's process in that participants will review test results, demographic data, and other information about their school after the intitial problem identification phase. This review of objective information will serve to verify identified problems as well as uncover other problems not so readily apparent to participants.

The time for the goal setting sessions at the local schools has also been expanded as a result of recommendations from the evaluation. This year, principals will also involve parents and community representatives on a more systematic basis throughout the process. Last year's goals tended to reflect the interests of the school staff but this year's school goals should show a broader perspective on the school.

From the results of this first year of the local school goal setting process, it appears that the process is a feasible approach to district goal setting that results in meaningful goals at both the local school and district-wide levels.

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APPENDIX A

SUMMARY RANKING OF LOCAL SCHOOL GOALS BY CATEGORY

GOAL AREA: Student Achievement

Goal Statements	East Elementary	West Elementary	East Secondary	West Secondary
Improve student achievement in basic reading skills	X	X	X	X
Improve student achievement in basic math skills	X	X	X	X
Improve student writing skills	X	X		
Develop student listening skills	X			
Improve student achievement relations to ability		X	X	
Develop student creative writing skills		X		
Provide program for gifted students	X	X		
Improve achievement of low achieving students		X		
Promote academic excellence				X
Maintain achievement of average and above average students		X		
Develop uniform system of grading	X			
Establish student achievement recognition activities	X			

GOAL AREA: Academic/Instructional Program

Goal Statements	East Elementary	West Elementary	East Secondary	West Secondary
Improve instructional grouping practices	X	X		
Develop plans for reading/math improvement	X	X		
Reduce number of non-instructional classroom interruptions			X	
Develop uniform homework policy among staff			X	
Make instructional materials more compatible with curriculum		X		
Increase staff planning time	X			X
Improve early identification of students with special instructional needs		X		
Expand materials for working with disadvantaged students				X
Improve instructions in math concepts		X		
Improve lesson planning	X			
Coordinate curriculum with enrichment opportunities	X	X		
Improve correlation of curriculum with tests	X			
Involve faculty in curriculum development				X
Expand enrichment opportunities	X	X		
Improve instruction in arts	X			
Improve instruction in oral expression skills	X			
Use aides more effectively	X			
Increase use of CIMS			X	
Extend content reading program			X	
Strengthen and reinforce passing requirements				X
Develop collection of supplemental materials			X	

GOAL AREA: Student Behavior/Discipline

Goal Statements	East Elementary	West Elementary	East Secondary	West Secondary
Improve playground, lunchroom, hall behavior	X	X	X	X
Improve consistency of rule reinforcement	X	X	X	X
Strengthen and reinforce discipline policies and procedures	X	X	X	X
Clarify discipline code, rules for students, staff	X	X	X	X
Improve obedience to school rules	X	X	X	X
Reduce class disruption	X	X		
Develop respect for school property, facilities	X			
Expand role and participation on Discipline Committee	X			X
Develop preventive approaches to discipline				X
Develop independent study habits				X
Improve student readiness for class				X
Improve bus behavior	X			

GOAL AREA: Student Attitudes

Develop student respect for self, others	X	X	X	X
Improve student self discipline, responsibility	X	X	X	X
Improve student self-image, self-concept	X	X		
Promote positive attitude toward school			X	X
Develop respect for teachers, adults	X			X
Provide students with interracial/intercultural experiences		X		X
Promote school spirit			X	X

GOAL AREA: Student Services

Goal Statements	East Elementary	West Elementary	East Secondary	West Secondary
Increase services of nurse, counselors, visiting teacher, school psychologist	X	X	X	X
Improve attendance	X		X	X
Conduct and reinforce fire and tornado safety procedures	X	X		
Improve student health, hygiene, nutrition habits	X			
Encourage use of outside agencies to provide services for students			X	
Provide more opportunities for student leadership				X
Maintain and expand dropout prevention program				X
Increase intra-mural activities			X	

GOAL AREA: Staff Skills and Attitudes

Goal Statements	East Elementary	West Elementary	East Secondary	West Secondary
Provide professional growth opportunities			X	X
Provide more latitude for developing local school inservice		X		
Reduce staff non-instructional work load		X		
Raise staff expectations regarding student academic ability	X		X	X
Improve staff consistency in setting standards for student behavior	X	X		
Provide time and resources for staff grade level, academic area, or special interest group meetings	X		X	
Improve communication among staff			X	X
Improve staff-administration communication				X
Increase staff planning time	X			
Improve staff skills in handling discipline	X			
Improve staff teaching skills in subject areas - math, science, social studies	X			X
Improve staff classroom management skills				X
Orient staff to role and purpose of special education				X
Improve teachers ability to work with below level students			X	X
Provide staff training in middle school concepts			X	X

GOAL AREA: School/Parent/Community Relations

Goal Statements	East Elementary	West Elementary	East Secondary	West Secondary
Increase parent involvement in the school	X	X	X	X
Improve communication with parents and community	X	X	X	X
Increase parent participation in PTA, school functions	X	X		X
Increase parent responsibility for student homework		X	X	
Improve publicity/communications re: school			X	X
Organize parent/community advisory committee	X		X	
Provide opportunities for student contact with other racial and cultural groups		X		
Involve parents in academic/discipline programs			X	
Increase parent awareness of school rules	X			
Recruit more school volunteers			X	

GOAL AREA: School Management and Operation

Improve building cleanliness	X	X		
Upgrade playground facilities, equipment	X	X		
Improve plant and room maintenance	X			
Improve scheduling to avoid disruptions	X	X		X
Reduce interruptions to class time	X	X		X
Improve administrative follow-up on referrals, discipline			X	
Clarify administrative policies and procedures				X
Increase teacher input to class assignment and student placement			X	
Provide more uniform temperature control	X	X		
Improve financial planning and control of general and student funds				X

APPENDIX B

MAIN PRIORITIES IN 1981-82 SCHOOL LEVEL GOALS

(CORRESPONDENCE WITH DISTRICT GOALS AND SUBGOALS)

GOAL AREA: Student Achievement

1. Continue emphasis on improvement of basic reading and math skills (1.01)
2. Increase emphasis on improvement of writing skills (1.12)
3. Develop differentiated programs for low, average, and high ability students (1.09)
4. Increase efforts to identify and serve gifted students (1.08)

GOAL AREA: Academic/Instructional Program

1. Improve instructional grouping practices and procedures (1.09)
2. Improve correlation and coordination of curriculum with: (1.10)
   a. instructional materials
   b. tests
   c. enrichment opportunities
3. Increase staff role in local school curriculum/instruction planning and development (1.10)
4. Provide more specialized curriculum materials/instructional programs for disadvantaged, gifted, arts, oral and written expression

GOAL AREA: Student Behavior/Discipline

1. Improve student non-classroom behavior and obedience to school rules consisting of application of policies and procedures (2.02)
2. Improve consistency of discipline enforcement (2.05)
3. Clarify and strengthen discipline policies and procedures (2.04)

GOAL AREA: Student Attitudes

1. Improve student respect for self and others (2.06)
2. Increase student sense of responsibility and self-discipline (2.05)
3. Provide increased opportunities for interracial experiences (3.01)

GOAL AREA: Student Services

1. Increase services of school nurse, counselors, visiting teachers, school psychologists (4.01)
2. Improve procedures for increasing student attendance (6.03)
3. Reinforce fire and tornado safety procedures (elementary) (2.09)

GOAL AREA: Staff Skills and Attitudes

1. Provide more professional growth opportunities including local school inservice (7.05)
2. Provide more staff planning time for special instructional needs

GOAL AREA: School/Parent/Community Relations

1. Increase parent involvement in local schools (9.04)
2. Improve parent knowledge of and responsibility for school programs

GOAL AREA: School Management and Operations

1. Improve school maintenance, equipment, facilities (5.0)
2. Improve administrative procedures to avoid disruptions

APPENDIX C

Cincinnati Public Schools

SYSTEM-WIDE GOALS FOR 1981-1982

Goal 1.0	IMPROVE ACHIEVEMENT IN BASIC SKILLS AND ESTABLISH ACADEMIC STANDARDS	Goal Manager: Mr. Brokamp
1.01	Implement the minimum competencies instruction, testing, and communications components district-wide at grade 3, continue field testing and plan for district-wide implementation at grades 6 and 9.	J. Grate
1.02	Plan, implement and evaluate the new report card and mark reporting practices.	R. Shauck R. Wernersbach
1.03	Continue development of Competency Based Education program and revise materials and standards based upon correlation studies of CIMS, Minimum Competencies and California Achievement testing program.	J. Grate
1.04	Train staff and implement CIMS in all schools with the introduction of new CIMS mathematics Oct. 1981. Develop new CIMS reading and language arts for implementation in Sept. 1982 and Sept. 1983 respectively.	R. Wernersbach
1.05	Define curriculum options for middle schools with emphasis on developmental reading and the language arts.	W. DuPree'
1.06	Adopt new reading program(s) for September 1982.	R. Wernersbach
1.07	Develop plan for application of the "School Improvement Program" to schools performing below expectations in pupil basic skill attainment.	J. Grate
1.08	Improve services to pupils identified as able, gifted, or talented throughout the district.	J. Morgan
1.09	Clarify policies related to instructional grouping practices and provide models to support schools in this effort.	F. Fields
1.10	Improve lesson planning at all grade levels to increase time spent on teaching basic skills and strengthen links with the graded course of study.	R. Shauck R. Wernersbach
1.11	Evaluate and recommend Vocational Program improvements with emphasis on student interest, employment, and adult education needs.	T. Herklotz W. Lund
1.12	Improve written composition, grades K-12.	R. Shauck R. Wernersbach
1.13	Evaluate student achievement in basic skills at the high school level and devise strategies to address deficiencies.	R. Shauck
Goal 2.0	IMPROVE ATTENDANCE, DISCIPLINE, AND SAFETY	Dr. Holloway
2.01	Improve the student accounting practices in the school system.	M. Rammelsberg
2.02	See that local school discipline and attendance committees are functioning effectively in all schools.	M. Rammelsberg
2.03	Improve employee attendance.	F. Orebaugh
2.04	Strengthen and reinforce discipline policies and procedures in target schools.	E. Spalter
2.05	Work with each principal to determine needs and provide inservice education for staff or orientation for students.	C. Hunter M. Lanownr
2.06	Provide assistance to schools in promoting positive student attitudes.	J. Morgan
2.07	Continue efforts to improve professional working relations between Cincinnati Public Schools and the Hamilton County Juvenile Court.	J. Liber
2.08	Develop safety program for pupils utilizing van/bus transportation.	H. Skiff
2.09	Monitor closely the schools use of the fire, tornado and life safety plans disseminated to schools in the 1980-81 school year.	D. Giacommetti
Goal 3.0	IMPROVE RACIAL BALANCE AND INTERRACIAL UNDERSTANDING	Mr. Brokamp
3.01	Establish local plans for intercultural and interracial understanding in each school.	R. Shauck
3.02	Increase Open Enrollment applications for September 1982.	R. Shauck
3.03	Increase enrollment in Alternative Programs	R. Shauck
3.04	Develop a program of inservice training in support of interracial understanding.	R. Shauck
3.05	Seek outside resources to support racial balance and interracial understanding.	R. Shauck
3.06	Improve racial balance in the following alternative schools: Bond Hill, Burton, CAMAS, Heinold, Linwood, North Avondale, Oyler, Pleasant Hill and Rockdale.	R. Shauck
Goal 4.0	CONTINUE THE EFFORTS TO MAXIMIZE THE EDUCATIONAL AND SUPPORT SERVICES TO HANDICAPPED STUDENTS	Dr. Holloway
4.01	Improve the student screening and school referral procedures.	H. Powell
4.02	Provide teacher and administrator inservice on administrative procedures and state/federal laws or regulations.	H. Powell
4.03	Continue efforts to develop a master plan to house handicapped students in a balance pattern.	H. Powell
Goal 5.0	IMPROVE EFFICIENCY, UTILIZATION AND APPEARANCE OF FACILITIES	Dr. Carroll
5.01	Improve energy efficiency of school plant.	M. Lane

5.02	Complete construction/reconstruction of facilities to accommodate physically handicapped students.	T. Flaherty
5.03	Replace roofs on ten schools previously determined to be in critical condition.	T. Flaherty
5.04	Develop and implement preventive maintenance program for school plant.	M. Burson
5.05	Improve cleanliness and appearance of school facilities.	M. Lane
5.06	Provide assistance to Citizen's Task Force on closing and consolidating schools.	Dr. Carroll
5.07	Oversee installation of Cable TV in schools.	M. Lane
5.08	Identify resources/strategies for painting and other deferred maintenance.	Dr. Carroll
Goal 6.0	IMPROVE SERVICES TO STUDENTS OUT OF THE MAINSTREAM OF THE SCHOOL SYSTEM	Dr. Holloway
6.01	To provide supplemental instructional services to eligible low achievers (Title I, DPPF).	M. White
6.02	Develop a contingency plan for Title I.	M. White
6.03	To increase attendance in secondary schools in general, and target schools in particular.	E. Spalter
6.04	Improve discipline in secondary schools (see Goal 2.0).	M. Rammelsberg
6.05	Eliminate and/or prevent alcohol and drug usage in schools.	T. Dixon
6.06	Maintain or reduce the 1980-81 percentage of dropouts in secondary schools.	W. Lund
6.07	Identify and work intensely with the elementary and secondary target schools.	Dr. Holloway
Goal 7.0	DEVELOP AND IMPLEMENT A STAFF DEVELOPMENT PROGRAM	Mrs. Spicer
7.01	Develop and document a comprehensive model and plan for systemwide coordination and delivery of inservice activities to all employee groups.	E. Spicer
7.02	Develop and implement a Professional Growth Institute to address staff development needs of the district.	S. Williams
7.03	Revise Management Training Program to combine MDI and Principals Inservice Program.	E. Spicer S. Williams
7.04	Provide and/or facilitate inservice programs to meet the needs of the district.	E. Spicer S. Williams
7.05	Provide support and resources to schools and branches in implementation of local staff development goals and activities.	E. Spicer S. Williams
Goal 8.0	IMPROVE MANAGEMENT AND ADMINISTRATION OF THE DISTRICT	Mr. Goodwin
8.01	Improve operating budget procedures	D. Sawyer
8.02	Expand the local school incentives, programs and other specific programs of cost containment.	D. Sawyer
8.03	Improve the delivery of Business and Administrative Services to people.	R. Becker
8.04	Improve the organization and management of the Information Systems Network.	J. Grate
8.05	Implement the Computer Hardware Conversion Plan.	P. Piazza
8.06	Implement computer support for Business Information Systems.	P. Piazza
8.07	Implement main frame computer support for Student Instruction and Student Information Systems.	P. Piazza
Goal 9.0	DEVELOP A PROCESS FOR SCHOOL SYSTEM DECENTRALIZATION AND PLANNING WHICH INCLUDES COMMUNITY INVOLVEMENT	Mr. Brokamp
9.01	Develop a comprehensive model for organizing the local school and district planning, budgeting, and evaluation efforts (LSB).	J. Grate
9.02	Refine and implement the local school goal setting process component.	J. Morgan
9.03	Refine and implement the local school budgeting process component.	J. Grate
9.04	Develop policies and procedures consistent with Local School Advisory Committee's component (Action Motion 39).	J. Felix
9.05	Provide orientation and training to school and Central Office administrator on roles and responsibilities related to changed decision making process.	T. Haley
9.06	Implement the Long Range Plans of the district.	J. Grate
Goal 10.0	DEVELOP AND EVALUATE STRATEGIES FOR EFFECTIVE USE OF TECHNOLOGY IN EDUCATION	Mr. Brokamp
10.01	Build awareness of the potential applications of technology to educational practice.	J. Grate
10.02	Develop a long range plan for use of technology for the district.	L. Goodwin J. Grate
10.03	Develop a K-12 program for computer literacy.	R. Shauck R. Wernersbach
10.04	Plan for future uses of Cable TV for the improvement of instruction and operation of the school district.	J. Lamping
10.05	Initiate, develop and monitor the application of stand alone audio/visual devices for instruction and training.	J. Lamping
10.06	Develop, implement and monitor the application of microcomputers for instruction and training.	J. Grate
10.07	Plan for the development of a pilot school to demonstrate effective technology to improve education in neighborhood schools.	J. Grate